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4 and 5. In regard to the tabular system of arrangement, I believe Prof. E. is unique in his objection, as also in insisting on a mastering of the irregular verbs before beginning to read.

6. The word "innovation" naturally applies only to elementary school grammars. The terms "tonic" and "atonic" are, in themselves, easily comprehensible, but, when used in reference to kindred pronoun groups, they refer to the form of the word and not to its accentuation in the modern language, thus involving a knowledge of stress-group phonetics needless in an elementary Spanish class.

In conclusion, I beg leave to say that if certain passages in my review are not so clearly stated as they might have been, I hope the fault will be attributed to the attempt to condense the material, so as briefly to mention two grammars on the same article. In regard to the grammar under consideration, I might add that owing to the prominence of the author as an educator, it deserves an unbiased examination by every teacher of Spanish.

C. CARROLL MARDEN.]

A NOTE ON THE ANGLO-SAXON 'OROSIUS.'

TO THE EDITORS OF MOD. LANG. NOTES:

SIRS:—In Sweet's 'Orosius,' p. 234, l. 24, there seems to be no meaning in *tô geheton*. Otherwise the passage is simple enough, though the translator has utterly failed to understand his original, as a glance at the Latin shows.

I would suggest a change of *tô geheton* to *tôge heton*, or *tôga heton*. The words *ane tuneacan . . . pa pe tôge heton* will thus be a rendering of the Latin *togae*.

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BRIEF MENTION.

The next regular meeting of the Modern

Language Association of America will be held at Washington, D. C., December 27, 28, 29. Members of the Association who wish to read papers at this meeting are requested to communicate at once with the Secretary, James W. Bright, Johns Hopkins University, Baltimore, Md.

One of the most easily effected as well as most important improvements in the teaching of French would be the general substitution, in class use, of literature of dignified and substantial worth, for so much that is trivial, childish, or ephemeral. It is not the fault of the French language or of French literature, but of an injudicious choice of texts on the part of teachers, that earnest-minded students are so unfortunately apt to feel, especially at an early stage of their course, that much of what they are given to read is frivolous or simply insipid. For a happy combination of dignity with sustained variety, of seriousness and instructiveness with vivacity, 'Un Philosophe sous les toits,' by Emile Souvestre, is scarcely to be equalled. Fraser's edition of this classic (D. C. Heath & Co.) was favorably reviewed in these columns as long ago as 1887 (vol. ii, pp. 199-201). Another edition, bearing date of 1893 and coming from the Cambridge University Press (New York: Macmillan), is by H. W. Eve, M.A., Head Master of University College School, London. To 150 pages of admirably printed text it adds over 100 pages of scholarly notes (in which there is not a line of superfluity or padding), while the Introduction gives an account of the author's literary career full enough to serve for more than the traditional aggravation of ignorance which so often does prefatory duty in similar cases. In one important respect this excellent edition differs from that of Professor Fraser: it is not provided with a vocabulary.